



COMPARATIVE STUDY OF LEADERSHIP STYLES AMONG TEACHERS OF PRIVATE AND GOVT. SENIOR SECONDARY SCHOOLS

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ABSTRACT

The present paper is an attempt to study the comparative study of leadership styles among teachers of private and govt. senior secondary schools. The sample comprised of 100 school teachers; out of these, 50 were males and 50 were females. Leadership styles scale was used to collect data. Results showed that there exists significant mean difference in Democratic style (LS2-D) and Laissez-faire style (LS3-L) of Govt. senior secondary School teachers with respect to gender. There exists significant mean difference in Democratic style (LS2-D) and Laissez-faire style (LS3-L) of private senior secondary School teachers with respect to gender. The study shows that there exists significant mean difference in Democratic style (LS2-D) and Laissez-faire style (LS3-L) of senior secondary School teachers with respect to gender.

INTRODUCTION

Leadership is a complex phenomenon. Leaders are concerned with the spiritual aspect of their work. That is why they have followers who deeply believe in them and they possess a latent power in organization.

Leadership styles that allow principals to create positive school culture and learning environment have often been the subject of much investigation. They maintain that the most effective style varies according to the situation, the task and the maturity of the follower. When people are at peace, happy and satisfied, there is hardly any need for leadership. On the other hand, when the human condition is at stake and the situation urges some one to step forward and initiate change, the need for leadership is high. Leaders have vision of the future and they develop strategies that are necessary to being about changes needed to achieve that vision.

LEADERSHIP STYLE

Leadership is not magic. It is not a gift that some people have and others don't. It is not standing back and telling others what to do. It is not belittling or demeaning others who don't do what you tell them to do. A good leader is a person who takes a little more than his share of the blame and a little less than his share of the credit. Human beings are social groups who live in groups have feeling and need leaders that will lead to their targets. As regards group activities and productivity that are integral part of human life and when the integration and coordination of human efforts is required the leaders are definitely needed.

Leadership has been described as a continuum of two extreme styles, autocratic and democratic. However, it appears that leadership style vary from situation to situation and are not an either or continuum. Hersey and Blanchard described four leadership styles with varying amounts of directive and supporting behavior. Directive behavior can be described as a one way communication in which the leader clearly dictates the role of the follower with a high level of supervision. On the contrary, behavior is a true way communication that encourages interaction by the follower in the decision-making process.

The three major styles of leadership are (U.S. Army Handbook, 1973)

1. Authoritarian or Autocratic
2. Participative or Democratic
3. Delegative or Free Reign

1. Autocratic Leadership

Autocratic leadership is an extreme form of transactional leadership, where a leader exerts high levels of power over his or her employees or team members. People within the team are given few opportunities for making suggestions, even if these would be in the team's or organization's interest.

Most people tend to resent being treated like this. Because of this, autocratic leadership usually leads to high levels of absenteeism and staff turnover. Also, the team's output does not benefit from the creativity and experience of all team members, so many of the benefits of teamwork are lost. For some routine and unskilled jobs, however, this style can remain effective where the advantages of control outweigh the disadvantages.

2. Democratic Leadership or Participative Leadership

Although a democratic leader will make the final decision, he or she invites other members of the team to contribute to the decision-making process. This not only increases job satisfaction by involving employees or team members in what's

going on, but it also helps to develop people's skills. Employees and team members feel in control of their own destiny, and so are motivated to work hard by more than just a financial reward.

3. Laissez-Faire Leadership

This French phrase means "leave it be" and is used to describe a leader who leaves his or her colleagues to get on with their work. It can be effective if the leader monitors what is being achieved and communicates this back to his or her team regularly. Most often, laissez-faire leadership works for teams in which the individuals are very experienced and skilled self-starters. Unfortunately, it can also refer to situations where managers are not exerting sufficient control.

NEED AND IMPORTANCE OF THE STUDY

Leadership may be described as the totality of functions performed by Individual and as a group. The leadership process is universal that will vary the environment in which leadership will operate in new era many advancement and changes occurs in the world. But many educational problems also occur in the institutions. Problem in the area of teaching, learning process that must be solved by the institutional expert. The success of the school system depends on his ability and skill as a sound and effective educational leader that is teacher. So the need of the present study is to reveal the comparative study of leadership styles among Private and Govt. Senior Secondary Schools teachers.

STATEMENT OF THE PROBLEM

COMPARATIVE STUDY OF LEADERSHIP STYLES AMONG TEACHERS OF PRIVATE AND GOVT. SENIOR SECONDARY SCHOOLS

OBJECTIVES OF THE STUDY

The study was carried out with following objectives

1. To find out the differences in leadership styles of Govt. senior secondary school teachers with respect to gender.
2. To find out the differences in leadership styles of private senior secondary School teachers with respect to gender.
3. To find out the differences in leadership styles of senior secondary School teachers with respect to gender.

HYPOTHESES

The study was carried out with following hypotheses:-

1. There will be no significant differences in the mean scores of Leadership styles of Govt. senior secondary school teachers with respect to gender.
2. There will be no significant differences in the mean scores of Leadership styles of Private senior secondary school teachers with respect to gender.
3. There will be no significant differences in the mean scores of Leadership styles of senior secondary school teachers with respect to gender.

SAMPLE OF THE STUDY

The present investigator aims to study the Leadership style preferred by teachers of senior secondary schools. The investigator has selected a sample of 100 school teachers from different school of Moga district.

DESIGN OF STUDY

The present chapter deals with the design of the study under investigation. It describes the structure of sample used in study. In the sampling we have taken total 100 numbers of school teachers which were categorized in to 50 males and 50 females.

TOOL OF THE STUDY

Teacher's leadership style inventory by Lawrence (2012).

STATISTICAL TECHNIQUES USED

The entire data of the study was statistically analysis strictly in accordance with the requirements of the objectives and hypotheses of the study as mentioned above. For this purpose following statistical techniques were used:

1. Mean
2. Standard Deviation
3. t-test
4. Graphical Presentation

DELIMITATIONS OF THE STUDY

1. The study was delimited to only Moga.
2. The study was delimited to senior secondary school teachers only.
3. The study was delimited only to 100 teachers.
4. The study was delimited only to one variable i.e. leadership styles.

FINDINGS OF THE STUDY

1. It was found that there exist no significant mean difference in Autocratic style (LS1-A) of Govt. senior secondary School teachers with respect to gender.
2. It was found that there exists significant mean difference in Democratic style (LS2-D) of Govt. senior secondary School teachers with respect to gender.
3. It was found that there exists significant mean difference in Laissez-faire style (LS3-L) of Govt. senior secondary School teachers with respect to gender.
4. It was found that there exist no significant mean difference in Autocratic style (LS1-A) of private senior secondary School teachers with respect to gender.
5. It was found that there exists significant mean difference in Democratic style (LS2-D) of private senior secondary School teachers with respect to gender.
6. It was found that there exists significant mean difference in Laissez-faire style (LS3-L) of private senior secondary School teachers with respect to gender.
7. It was found that there exist no significant mean difference in Autocratic style (LS1-A) of senior secondary School teachers with respect to gender.
8. It was found that there exists significant mean difference in Democratic style (LS2-D) of senior secondary School teachers with respect to gender.
9. It was found that there exists significant mean difference in Laissez-faire style (LS3-L) of senior secondary School teachers with respect to gender.

CONCLUSION

On the basis of analysis and interpretation of data, it was found that there exists significant mean difference in Democratic style (LS2-D) and Laissez-faire style (LS3-L) of Govt. senior secondary School teachers with respect to gender. There exists significant mean difference in Democratic style (LS2-D) and Laissez-faire style (LS3-L) of private senior secondary School teachers with respect to gender. At the end there exists significant mean difference in Democratic style (LS2-D) and Laissez-faire style (LS3-L) of senior secondary School teachers with respect to gender.

EDUCATIONAL IMPLICATIONS

The question remains, how do we prepare and mentor future teacher for success in leading transformational change in our school system? In order for collaboration, response and mobilization to occur, self-reflection on the part of the leader is the starting point for successful relationships within the school community. Teachers should not be rigid in their thinking and in ways of dealing with colleges, students and their parents. The teachers can guide their students in a proper way and can provide facilities to his followers. In changing times, they expect from students, to bring high academic results. Healthy work environment is also expected from teachers. It is the one of the foremost duty of a school teacher to create congenial and attractive work conditions both for the students and for their colleagues.

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